

2021 AR GT Competencies	2019 NAGC Pre K- Grade 12 Programming Standards  <b>Praxis</b>	University of Arkansas  <b>Graduate Course(s)</b>	<b>Key Assignment/ Assessment</b>
<p><b>1. Learning and Development</b> NAGC: Standard 1, Praxis (5358) Section 1 AR GT PAS Section 7.0</p>	<p><i>NAGC Standard 1: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings</i></p> <p><b>Praxis</b></p> <p>1. Development and Characteristics of Gifted Students Knows the advanced developmental milestones of gifted</p> <p><b>A. Development</b></p> <ol style="list-style-type: none"> <li>1. Knows the advanced developmental milestones of gifted students in all domains, from early childhood through adolescence               <ol style="list-style-type: none"> <li>a. physical</li> <li>b. social/emotional</li> <li>c. cognitive</li> <li>d. communicative</li> <li>e. adaptive</li> </ol> </li> <li>2. Knows how asynchronous development relates to giftedness</li> <li>3. Knows early indicators of giftedness               <ol style="list-style-type: none"> <li>a. advanced verbal ability</li> <li>b. curiosity and imagination</li> </ol> </li> </ol>	<p>CIED 5803: Nature and Needs of the Gifted and Talented</p> <p>CIED 6163: Social and Emotional Components of Giftedness</p> <p>CIED 6143: Differentiating Instruction for Academically Diverse Learners</p> <p>CIED 6073: Seminar in Developing Creativity</p>	<ul style="list-style-type: none"> <li>• A real-world project that addresses an issue/need in gifted education involving an appropriate product that would have an impact on an authentic audience.</li> <li>• Research project and presentation on a key affective issue for a parent, community or educator audience.</li> <li>• Exemplary learning experiences that address specific learner needs appropriate from different content areas and grade levels. These lessons must address students’ readiness, interest and/or learning profile.</li> </ul>

	<ul style="list-style-type: none"> <li>c. early achievement of milestones</li> <li>d. ability to focus attention intensely</li> <li>e. accelerated rate of learning</li> <li>f. Knows indicators of giftedness in all stages of development</li> </ul> <ul style="list-style-type: none"> <li>4. Knows indicators of giftedness in all stages of development</li> <li>5. Knows the role of stake holders in supporting the development of giftedness</li> </ul> <p><b>B. Characteristics</b></p> <ul style="list-style-type: none"> <li>1. Understands the similarities and differences between gifted students and the general student population</li> <li>2. Knows similarities and differences among gifted students</li> <li>3. Knows the characteristics associated with different types of giftedness <ul style="list-style-type: none"> <li>a. intellectual</li> <li>b. academic</li> <li>c. creative</li> <li>d. leadership</li> <li>e. visual and performing arts</li> </ul> </li> <li>4. Knows the cognitive characteristics of gifted students <ul style="list-style-type: none"> <li>a. memory focus, capacity for learning, metacognition</li> <li>b. originality, creativity, innovation, insight</li> <li>c. rate of learning, breadth and depth of knowledge</li> <li>d. analogical thinking and reasoning, communication skills</li> <li>e. abstract and conceptual learning</li> </ul> </li> <li>5. Knows the range of social and emotional characteristics of gifted students <ul style="list-style-type: none"> <li>a. perfectionism, persistence</li> <li>b. emotional intensity, idealism, empathy</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>c. intrinsic motivation, self-awareness</li> <li>d. sense of humor</li> <li>e. preference for intellectual peers</li> </ul> <p>6. Knows a variety of factors that may affect the development of gifted students</p> <ul style="list-style-type: none"> <li>a. socioeconomic status, culture, English-language proficiency</li> <li>b. race, gender, ethnicity, peer relationships</li> <li>c. availability of services and quality of instruction</li> <li>d. age of identification, home support and environment</li> <li>e. coexisting conditions and exceptionalities</li> </ul> <p>7. Knows common stereotypes associated with gifted students</p> <ul style="list-style-type: none"> <li>a. socially shy and inept</li> <li>b. excel in all academic areas</li> <li>c. lack of interest in nonacademic pursuits</li> <li>d. capable of learning on their own</li> <li>e. easily identified</li> </ul> <p>8. Knows a variety of causes for underachievement in gifted students</p> <ul style="list-style-type: none"> <li>a. cultural inferences</li> <li>b. pressure to conform</li> <li>c. fear of failure, low self-esteem, boredom</li> <li>d. lack of a supportive academic environment</li> <li>e. unsupportive family environment</li> <li>f. transience (frequent moves)</li> </ul> <p>9. Knows the coexisting conditions that may affect gifted students</p> <ul style="list-style-type: none"> <li>a. giftedness and ADHD</li> <li>b. giftedness and literacy disabilities</li> <li>c. giftedness and learning disabilities</li> <li>d. giftedness and autism</li> </ul>		
<p><b>2. Learning Environments</b></p>	<p><i>NAGC Standard 4: Learning environments foster a love for learning, personal and social responsibility, multicultural</i></p>	<p>CIED 5803: Nature and Needs of the</p>	

<p>NAGC: Standard 4 Praxis (5358) Section II AR GT PAS: Sections 8.00 &amp; 9.00</p>	<p><i>competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes</i></p> <p><b>Praxis</b></p> <p>2. Learning Environment for Gifted Students</p> <p><b>A. Physical and Social Environments</b></p> <ol style="list-style-type: none"> <li>1. Understands the impact of a safe, equitable, positive, and supportive learning environment</li> <li>2. Knows the continuum of placement and delivery of options for gifted students such as: <ol style="list-style-type: none"> <li>a. general education classes with differentiation</li> <li>b. cluster grouping</li> <li>c. pull-out and self-contained classes</li> <li>d. special, alternative, and virtual schools</li> <li>e. dual enrollment</li> <li>f. acceleration</li> </ol> </li> <li>3. Knows the influence of social and emotional development on the learning of gifted students and that gifted students may have idiosyncratic learning patterns</li> <li>4. Knows strategies for developing the nonacademic skills of gifted students such as: <ol style="list-style-type: none"> <li>a. social competence</li> <li>b. leadership</li> <li>c. resilience</li> <li>d. self-efficacy</li> <li>e. risk taking</li> </ol> </li> <li>5. Shows familiarity with how identification and delivery models are related</li> </ol> <p><b>B. Teaching and Learning Environment</b></p>	<p>Gifted and Talented</p> <p>CIED 6163: Social and Emotional Components of Giftedness</p> <p>CIED 6143: Differentiating Instruction for Academically Diverse Learners</p> <p>CIED 5813: Curriculum Development for the Gifted</p> <p>CIED 5823: Structured G/T Practicum</p>	<ul style="list-style-type: none"> <li>• Recognize the wide range of learners who are advanced come from a variety of backgrounds representing different racial/ethnic, language, gender, and economic groups and, therefore, identify several key factors that should be present in quality curriculum and instruction to meet the needs of CLD (Culturally, Linguistically Diverse) students</li> <li>• Implement a disciplined based course designed to engage advanced learners</li> <li>• Compare and contrast different identification tools to determine their use in finding underrepresented groups of learners to receive gifted programming services</li> <li>• Determine issues and policies that relate to</li> </ul>
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	<ol style="list-style-type: none"> <li>1. Knows how to create a learning environment that addresses the characteristics and needs of gifted students       <ol style="list-style-type: none"> <li>a. adapting the curriculum, content, process, and product</li> <li>b. aligning instruction with standards and benchmarks</li> <li>c. selecting resources to meet the interests of gifted students</li> <li>d. adapting resources to meet the needs of individual students</li> <li>e. addressing the strengths and limitations of individual students</li> <li>f. offering a broad array of resources for learning</li> </ol> </li> <li>2. Uses instructional activities specific to the development of complex cognitive processes       <ol style="list-style-type: none"> <li>a. comparing and contrasting</li> <li>b. analyzing, inferring, predicting</li> <li>c. evaluating, categorizing, synthesizing</li> <li>d. decision making, creating</li> <li>e. generalizing</li> </ol> </li> <li>3. Knows methods for promoting higher levels of thinking       <ol style="list-style-type: none"> <li>a. reflecting, supporting positions</li> <li>b. challenging assumptions, drawing conclusions</li> <li>c. finding relationships, designing alternate solutions</li> <li>d. determining relevancy and validity of information</li> <li>e. transferring knowledge</li> </ol> </li> <li>4. Knows strategies for addressing underachievement in gifted students       <ol style="list-style-type: none"> <li>a. offering choice-based learning</li> <li>b. supporting incremental goal setting</li> <li>c. establishing supportive partnerships</li> </ol> </li> </ol>		
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	<ul style="list-style-type: none"> <li>d. recognizing success</li> <li>5. Knows how to establish and maintain rapport with gifted students <ul style="list-style-type: none"> <li>a. communicating expectations for student performance evaluations</li> <li>b. consultation and collaboration with other stakeholders</li> </ul> </li> <li>6. Knows the tools for adapting a learning environment based on input from students and other stakeholders <ul style="list-style-type: none"> <li>a. preassessment</li> <li>b. learning environments</li> <li>c. interpretation of test results and performance evaluations</li> <li>d. consultation and collaboration with other stakeholders</li> </ul> </li> </ul>		
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<p><b>3 Curriculum Planning and Instruction</b></p> <p>NAGC: Standards 3 &amp; 5</p> <p>Praxis (5358): Section III</p> <p>AR GT PAS 9.00</p>	<p><i><b>NAGC Standard 3:</b> Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth</i></p> <p><i><b>NAGC Standard 5:</b> Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes</i></p> <p><b>Praxis</b></p> <p>3. Instruction of Gifted Students</p> <p><b>A. Planning</b></p> <p>1</p> <ol style="list-style-type: none"> <li>1. Understands the basic concept of curriculum development for gifted students <ol style="list-style-type: none"> <li>a. centered and important concepts</li> <li>b. involving the structures of the discipline</li> <li>c. utilizing tools of inquiry</li> <li>d. increasing levels of intellectual challenge through learning progressions</li> <li>e. developing scope and sequence</li> <li>f. aligning with standards and benchmarks</li> <li>g. increasing depth and rigor</li> <li>h. modifying existing curricula</li> </ol> </li> </ol>	<p>CIED 5813: Curriculum Development for the Gifted and Talented</p> <p>CIED 6143: Differentiating Instruction for Diverse Learners</p> <p>CIED 5803: Nature and Needs of the Gifted and Talented</p> <p>CIED 6163: Social and Emotional Components of Giftedness</p>	<ul style="list-style-type: none"> <li>• Develop a unit of study using the Parallel Curriculum Model for a grade band (K-2, 3-5, 6-8, 9-12) of students that would be taught from 2-4 weeks</li> <li>• Complete a Knowledge Menu for a chosen “ology or ography” as the basis of a disciplined based unit of study</li> <li>• Demonstrate effectiveness in designing learning experiences that move students toward expertise through challenging explorations and performances</li> <li>• Use classroom assessment data to determine students’ next step in learning for a variety of content areas</li> <li>• Outline the various components of different programming models for providing services to gifted learners noting various strengths and challenges for each</li> <li>• Report the findings of research concerning acceleration practices to families, educators or</li> </ul>
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	<ol style="list-style-type: none"> <li>2. Knows major models for developing curriculum for gifted students, as they relate to       <ol style="list-style-type: none"> <li>a. incorporating content mastery (subject based)</li> <li>b. infusing process-product (skill based)</li> <li>c. focusing on concepts (theme based)</li> </ol> </li> <li>3. Knows how to differentiate the general education curriculum to meet the needs of gifted students, including       <ol style="list-style-type: none"> <li>a. increasing complexity and depth of content</li> <li>b. modifying the pace of learning</li> <li>c. creating opportunities for creativity and innovation</li> <li>d. allowing opportunities for independent study</li> </ol> </li> <li>4. Knows how to select instructional content, resources, and strategies appropriate for gifted students</li> <li>5. Knows how to adapt content, strategies, and resources appropriate to the needs of individual students</li> <li>6. Knows how to design instruction that provides opportunities for students to investigate and extend areas of interest or talent</li> <li>7. Knows how to plan instruction for enhancing the communication skills of gifted students, including advanced oral and written communication tool</li> <li>8. Knows how to plan opportunities for gifted students to access and use technology in innovative ways</li> <li>9. Knows the academic and career guidance that must be integrated into instruction       <ol style="list-style-type: none"> <li>a. academic and vocational assessment</li> <li>b. shadowing and internships</li> <li>c. mentors and role models</li> </ol> </li> <li>10. Knows the importance of involving students in planning, implementing, and evaluating their learning</li> <li>11. Knows the types of assessment data that are used to inform instruction       <ol style="list-style-type: none"> <li>a. formal and informal</li> <li>b. summative and formative</li> </ol> </li> </ol>		<p>other professional colleagues</p> <ul style="list-style-type: none"> <li>• Examine various competitions and programs that districts might support for use with their gifted and talented students (Odyssey of the Mind, Destination Imagination, Future Problem Solving, Quiz Bowl, Chess, Model UN, Debate Clubs, Invention Convention, Stock Market Game, Writing Contests, Service Learning, STEM projects/Design Challenges, etc.)</li> <li>• Review an affective unit of study noting the content and the strategies used to address the affective learning needs of gifted and talented learners</li> </ul>
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	<ul style="list-style-type: none"> <li>c. pre- and post-assessment</li> <li>d. performance-based</li> </ul> <p><b>B. Instruction</b></p> <ol style="list-style-type: none"> <li>1. Knows that a number of variables may affect how individuals students learn and perform <ul style="list-style-type: none"> <li>a. culture, socioeconomic status, gender</li> <li>b. prior knowledge and experience</li> <li>c. self-confidence, self-esteem</li> <li>d. developmental readiness, asynchrony</li> <li>e. coexisting conditions and exceptionalities</li> </ul> </li> <li>2. Knows how to develop observable and measurable instructional objectives</li> <li>3. Knows how to develop and implement lesson plans</li> <li>4. Knows a variety of strategies for instructing gifted students <ul style="list-style-type: none"> <li>a. higher-level questioning</li> <li>b. problem-based learning</li> <li>c. inquiry-based learning</li> <li>d. differentiated learning</li> </ul> </li> <li>5. Knows how to pace instruction to meet the needs of individuals students and that different strategies may be required for teaching gifted students with diverse cultural and linguistic needs</li> <li>6. Knows strategies for developing metacognitive thinking in gifted students <ul style="list-style-type: none"> <li>a. modeling thought processes in content areas</li> <li>b. developing self-regulation</li> <li>c. encouraging and supporting reflection</li> <li>d. asking complex questions</li> </ul> </li> <li>7. Knows methods of facilitating the transfer of knowledge and skills in specific areas of student development <ul style="list-style-type: none"> <li>a. generalizations</li> <li>b. synthesis within and across disciplines</li> </ul> </li> </ol>		
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	<ul style="list-style-type: none"><li>c. integration of conceptual understanding</li></ul> <ol style="list-style-type: none"><li>8. Knows strategies for teaching students self-advocacy and self-regulatory skills</li><li>9. Knows how to use student responses and performance for guiding instruction and providing feedback</li><li>10. Knows strategies for addressing the needs of the profoundly gifted<ol style="list-style-type: none"><li>a. adjusting age restrictions</li><li>b. increasing access to appropriate learning opportunities</li><li>c. adapting peer settings to meet academic and social needs</li><li>d. employing radical acceleration</li><li>e. locating content experts</li></ol></li></ol>		
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<p>4. Assessment NAGC: Standard 2</p> <p>Praxis (5358): Section IV</p> <p>AR GT PAS Section 7.0</p>	<p><i><b>NAGC Standard 2:</b> Assessments provide information about identification and learning progress for students with gifts and talents</i></p> <p><b>Praxis</b></p> <p>4. Identification and Assessment of Gifted Students</p> <p><b>A. Assessment</b></p> <ol style="list-style-type: none"> <li>1. Knows the basic terminology used in assessment <ol style="list-style-type: none"> <li>a. validity, reliability, mean, median, mode</li> <li>b. raw score, scaled score, stanine, percentile</li> <li>c. normal distribution, standard deviation, standard error of measurement</li> <li>d. grade-equivalent scores, age-equivalent scores</li> <li>e. norm-referenced and criterion-referenced tests</li> <li>f. ceiling effect, out-of-level testing</li> </ol> </li> <li>2. Knows assessment instruments and their uses, strengths, and limitations <ol style="list-style-type: none"> <li>a. observations</li> <li>b. checklists</li> <li>c. parent or teacher recommendations</li> <li>d. portfolio, work samples</li> </ol> </li> <li>3. Knows the various purposes of assessment <ol style="list-style-type: none"> <li>a. planning and instruction</li> <li>b. documenting growth</li> <li>c. identification</li> <li>d. placement</li> </ol> </li> <li>4. Knows the legal and ethical practices related to the identification, assessment, and placement of gifted students <ol style="list-style-type: none"> <li>a. confidentiality of educational records</li> <li>b. nondiscriminatory assessment</li> <li>c. state and district regulations</li> <li>d. national and local norms</li> </ol> </li> <li>5. Knows how to develop assessments to measure student</li> </ol>	<p>CIED 5803: Nature and Needs of the Gifted and Talented</p> <p>CIED 6143: Differentiated Instruction for Academically Diverse Learners</p> <p>CIED 6073: Seminar in Developing Creativity</p> <p>CIED 6163: Social and Emotional Components of Giftedness</p>	<ul style="list-style-type: none"> <li>• Complete an identification assessment review that would include reliability and validity data, reviews or recommendations for using or not using a specific instrument and how effective or not the instrument is identifying underrepresented groups of students for GT programs</li> <li>• Outline different types of assessments used when establishing multiple criteria for identification of gifted students, cautions about any assessments and how such information should be best implemented in school districts</li> <li>• Explore both cognitive and affective learning needs of students with multi-potentiality when establishing long term goals and/or career paths</li> </ul>
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	<p>learning and progress</p> <ol style="list-style-type: none"> <li>6. Knows how to report assessment data to stakeholders</li> <li>7. Knows how to interpret assessment data for making placement and program decisions</li> </ol> <p><b>B. Identification</b></p> <ol style="list-style-type: none"> <li>1. Knows the processes and procedures for referring and identifying gifted students</li> <li>2. Knows commonly used qualitative assessments associated with identifying giftedness, such as <ol style="list-style-type: none"> <li>a. observations</li> <li>b. checklists</li> <li>c. parent or teacher recommendations</li> <li>d. portfolios, work samples</li> </ol> </li> <li>3. Knows commonly used quantitative assessments associated with identifying giftedness, such as <ol style="list-style-type: none"> <li>a. creativity tests</li> <li>b. achievement tests</li> <li>c. aptitude tests</li> <li>d. IQ tests</li> </ol> </li> <li>4. Shows familiarity alternative assessments for identifying giftedness in special populations</li> <li>5. Knows the importance of using multiple criteria for identifying giftedness</li> <li>6. Knows factors that can lead to the over-, under-, or misidentification of gifted students <ol style="list-style-type: none"> <li>a. gender role, ethnicity, stigma</li> <li>b. cultural factors, social status, economic status</li> <li>c. parental pressure</li> <li>d. coexisting exceptionalities, such as behavioral issues, learning differences, etc.</li> <li>e. English language proficiency</li> <li>f. testing bias</li> <li>g. teacher expectations and misconceptions</li> </ol> </li> </ol>		
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<p><b>5. Professional Learning</b></p> <p>NAGC: Standard 6</p> <p>Praxis (5358): Section V</p> <p>AR GT PAS Section 5.0</p>	<p><i><b>NAGC Standard 6:</b> All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, Arkansas Gifted and Talented Program Approval Standards and the Standards for Professional Learning. Institutions of higher education utilize these standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes</i></p> <p><b>Praxis</b></p> <p>5. Professionalism</p> <p><b>A. Foundations</b></p> <ol style="list-style-type: none"> <li>1. Knows the major foundations, theories, and philosophies of gifted education       <ol style="list-style-type: none"> <li>a. historical foundations</li> <li>b. major contributions</li> </ol> </li> <li>2. Knows the major legislation regarding the education of gifted students       <ol style="list-style-type: none"> <li>a. Individuals with Disabilities Education Act (IDEA)</li> <li>b. Javits Act</li> <li>c. state laws</li> </ol> </li> </ol>	<p>CIED 5803: Nature and Needs of the Gifted and Talented</p> <p>CIED 5813: Curriculum Development for the Gifted and Talented</p> <p>CIED 6143: Differentiated Instruction for Academically Diverse Learners</p> <p>CIED 6073: Seminar in Developing Creativity</p> <p>CIED 6163: Social and Emotional Components of Giftedness</p>	<ul style="list-style-type: none"> <li>• Belong to a professional organization related to the field of Gifted Education – state, regional or national</li> <li>• Develop a timeline of key leaders/events/legislation responsible for impacting the field of gifted education</li> <li>• Design a workshop for parents on a topic important to the field of gifted education</li> <li>• Develop specific recommendations you would make to both teachers and parents for addressing the cognitive and affective needs of a student in the gifted and talented program who has encountered a particular issue (i.e., learning disability issue, language or cultural bias, asynchronous development issue and/or teacher bias)</li> <li>• Work with colleagues to develop program services and communications utilizing a variety of formats for different groups of professionals</li> </ul>
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	<p>3. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers</p> <ol style="list-style-type: none"> <li>a. equal access</li> <li>b. privacy and confidentiality</li> <li>c. intellectual freedom</li> <li>d. licensing/certification</li> <li>e. Arkansas Gifted and Talented Program Approvals</li> </ol> <p>4. Knows the rationales, principles, and goals of gifted education</p> <ol style="list-style-type: none"> <li>a. existence of individual differences</li> <li>b. benefit to society of the development of giftedness</li> <li>c. diverse perspectives on the conceptions of giftedness</li> <li>d. entitlement of gifted students to an education that supports the attainment of their full potential</li> </ol> <p><b>B. Collaboration, Leadership, and Professional Development</b></p> <p>1. Knows the publications and professional organizations relevant to the field of gifted education, such as</p> <ol style="list-style-type: none"> <li>a. <i>Journal for the Education of the Gifted</i></li> <li>b. <i>Teaching for High Potential</i></li> <li>c. <i>Parenting for High Potential</i></li> <li>d. <i>Gifted Child Quarterly, Gifted Child Today</i></li> <li>e. National Association for Gifted Children {NAGC}</li> <li>f. Council for Exceptional Children {CEC}</li> <li>g. Council for Exceptional Children, The Association for the Gifted {CEC-TAG}</li> <li>h. Arkansans for Gifted and Talented Education {AGATE}</li> </ol>		<ul style="list-style-type: none"> <li>• Develop a list of different service providers who may be helpful in meeting the diverse needs of gifted individuals</li> <li>• Create a repository of resources you could share with other teachers, specialists, parents and interested community members</li> <li>• Work with building, district state and national leaders to continually improve the service options for gifted and talented students</li> </ul>
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	<ul style="list-style-type: none"> <li>i. Arkansas Association of Gifted Education Administrators {AAGEA}</li> <li>2. Knows how to locate and evaluate information on issues, trends, and research in the field of gifted education</li> <li>3. Knows how to apply theory and research in gifted education to instructional practice</li> <li>4. Knows how to collaborate with colleagues and school personnel to address the academic, emotional, and social needs of gifted students</li> <li>5. Knows how to use reflective practice to improve instructional practice</li> <li>6. Knows how to collaborate with stakeholders to advocate for services for gifted students</li> <li>7. Knows how to serve as a resource for supplementary opportunities for gifted students outside of school <ul style="list-style-type: none"> <li>a. summer and weekend programs</li> <li>b. conventions and competitions</li> <li>c. special interest organizations</li> </ul> </li> <li>8. Knows the impact of giftedness on individuals, families, and society across the life span <ul style="list-style-type: none"> <li>a. knows the common emotional reactions to gifted individuals</li> <li>b. knows the stressors and challenges associated with gifted individuals and family members</li> <li>c. knows ways that gifted individuals can affect the school and greater communities and society as a whole</li> </ul> </li> <li>9. Knows strategies to help families understand the implications of student's giftedness and provides strategies for supporting the student's development and learning <ul style="list-style-type: none"> <li>a. initiating and maintaining relationships with family members</li> <li>b. providing information about resources that support families</li> </ul> </li> </ul>		
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	<p>10. Knows a variety of strategies for communicating with parents and caregivers about students' progress and needs</p> <p>11. Knows the role of an advocate for gifted education and is a resource for parents and caregivers, school personnel, and members of the community for information relating to gifted students and their educational experience</p>		
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<p><b>6. Personal Development</b></p> <p>Guide for Life</p>	<p><b>Guide for Life:</b> The Arkansas Department of Education has identified five guiding principles that support educators, business leaders, communities and students in their efforts to help all Arkansans develop these critical skills. Each principle represents a set of skills needed to thrive at home, school, on the job and in the community. These guiding principles are:</p> <ol style="list-style-type: none"> <li>1. Growth (manage yourself) <ol style="list-style-type: none"> <li>a. Develop problem-solving skills</li> <li>b. Practice mindfulness</li> <li>c. Persevere</li> </ol> </li> <li>2. Understanding (know yourself) <ol style="list-style-type: none"> <li>a. Increase self-awareness</li> <li>b. Know your strengths and weaknesses</li> <li>c. Develop critical thinking skills</li> </ol> </li> <li>3. Interaction (build relationships) <ol style="list-style-type: none"> <li>a. Treat others with respect</li> <li>b. Communicate effectively</li> <li>c. Seek out and offer help when needed</li> </ol> </li> <li>4. Decisions (make responsible choices) <ol style="list-style-type: none"> <li>a. Consider personal beliefs, safety and the situation</li> <li>b. Think through potential consequences</li> <li>c. Put your best self forward</li> </ol> </li> <li>5. Empathy (be aware of others) <ol style="list-style-type: none"> <li>a. See other perspectives</li> <li>b. Value the feelings of others</li> <li>c. Appreciate diversity</li> </ol> </li> </ol>	<p>CIED 5803: Nature and Needs of the Gifted and Talented</p> <p>CIED 5823: Structured Practicum for Gifted and Talented</p> <p>CIED 6163: Social and Emotional Components of Giftedness</p>	<ul style="list-style-type: none"> <li>• Reflections for CIED 5823: Structured Practicum work regarding the various products produced to demonstrate competency for various G/T Program tasks</li> <li>• Responses to course tasks that demonstrate understanding of diverse learners from all backgrounds and cultures</li> </ul>
<p><b>Guide for Life</b>=2019 Arkansas Department of Education G.U.I.D.E. for Life: Skills for Personal Success Praxis (5358)=Praxis 5358 Gifted Education NAGC=2019 PreK-Grade 12 National Association for Gifted Children Programming Standards AR GT PAS=2009 Arkansas Department of Education Gifted and Talented Program Approval Standards</p>			